

Inspection date

18/09/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- The childminder's setting is highly conducive to support children's learning. She has use of a very attractive dedicated play room which is well resourced with good quality toys and equipment.
- The childminder places great emphasis on ensuring children have a positive settling in time to support their emotional needs and develop their confidence in a new environment.
- The childminder plans a range of experiences for children to participate in and makes very good use of the outdoors and the neighbouring environments to enable children to learn about the world they live in.

It is not yet outstanding because

- Children's independence is not fully promoted in all aspects of their learning as routines that enable children to look after themselves and promote their independence are still developing
- The childminder has not considered how to involve and take account of parents views in her self evaluation to support her continuous development

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Inspector initially did some observation with the childminder and the minded child present in the main play area and garden .
After, they came back indoors and inspector talked to the childminder about the
- systems she has in place for observation, assessment and planning as children were also playing and childminder preparing lunch.
- Inspector sampled documentation the childminder uses to support her practices.
- The inspector read the parents' comments submitted via a sealed envelope.

Inspector

Jennifer Devine

Full Report

Information about the setting

The childminder registered in 2012. She lives with her two children aged 30 months and one adult lodger in Streatham in the London Borough of Lambeth. The childminder uses mainly the ground floor of the house which includes a bathroom on this floor. There is an enclosed garden for outdoor play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The

childminder is registered to work with an assistant but is currently working alone. She is currently caring for one child in the early years age group on a part time basis and one child in the later years age group after school. She is currently studying for the Early Years Professional Status qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Ensure there is time for young children to complete self chosen tasks such as putting on their own shoes.
- Develop ways of including parents contributions in the self evaluation .

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder demonstrates a clear understanding of planning and providing an interesting range of age appropriate experiences to support children's learning. She makes very good use of the outdoors and neighbourhood to promote children's awareness of the world they live in. She has a good awareness of enabling young children have time to explore and investigate their surroundings. For example, children thoroughly enjoy playing in the garden and show wonder as they explore the plants developing their senses as they smell the different herbs. They are intrigued to find a worm in the soil and watch it moving around. The childminder provides effective support and talks with the children giving them explanations about their findings. As a result this supports children in developing new skills to help them engage, and think critically in their learning.

The childminder has a good awareness of how to monitor and assess children's progress and clearly recognises each child's uniqueness and individual interests. The childminder is aware of how different groups of children learn, and adapts activities accordingly. For example, she enables young children to watch some activities rather than participate helping them to build up their confidence to 'have a go' when they are ready.

The childminder has a good awareness of supporting children's physical development, providing many opportunities for energetic play outdoors. Children have great fun on the bouncy castle. They release their energy along with developing their mathematical skills as they count how many bounces they can do. The childminder supports children emerging communication skills well, being aware of prompting children's thinking and setting up shared experiences such as stories to be re-enacted.

The childminder gains useful information from parents about children's starting points and

routines to support the settling in time. This enables her to settle the children well and involve parents in their children's learning. She provides verbal feedback and a daily diary to keep parents informed of their child's day. In addition the childminder takes many photographs of the children at play and regularly shares these with parents. Parental comments indicate they are very happy with the service provided.

The contribution of the early years provision to the well-being of children

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and approach her during the day for reassurance and cuddles. As a result, children are happy, feel safe and are making good progress in their development.

The childminder provides healthy snacks and freshly prepared home cooked meals. She encourages children to sit together to eat. This helps to develop their awareness of being safe whilst eating and promotes a social time. The childminder encourages children's independence during mealtimes enabling them to master using a knife and fork. However, some tasks to develop children's independence are still developing. For example, there are fewer opportunities for children to attempt to put on their shoes when going outdoors.

The childminder gives a high priority to children's overall safety in the home and when outdoors. She makes her home and garden safe and uses appropriate safety equipment to minimize accidents. She enables children to develop their safety awareness such as by teaching them how to walk safely down the steps into the garden.

The childminder provides a well resourced environment and a very good range of play experiences, supporting children's learning and development well. She has use of an attractive dedicated play room which is set out to enable children to make choices about their play. The childminder uses lots of visual clues in the environment to help children feel secure and settled. For example, she has picture routine cards to support children's understanding of their day. The childminder complements the spoken word with signing to help all children's communication. She also has pictures displayed of children's emotions to help them to manage their own feelings and understanding of others. Children's behaviour is age appropriate and the childminder uses effective strategies to deal with any minor issues.

The effectiveness of the leadership and management of the early years provision

The childminder understands the importance of safeguarding the well-being of children in her care and is aware of the child protection procedures to follow if she was concerned about a child. She understands the required ratios she must maintain and the type of events she needs to inform Ofsted of, should they occur. The childminder is aware of her responsibilities when employing an assistant to make sure that suitable checks to work directly with children are in place. Written safeguarding policies and procedures help

support the childminders practices.

Overall, the childminder has a good understanding of the Early Years Foundation Stage curriculum. She has a secure knowledge of the characteristics of effective learning to support young children to have the desire to investigate, concentrate and try out new ideas. She has a good awareness of planning experiences through a mix of adult-led and child-initiated play, and has developed generally good assessment methods to monitor children's progress.

The childminder is newly registered. Although self evaluation is in early stages the childminder is committed to her professional development. She has identified she wishes to undertake a professional qualification and this demonstrates she has a clear vision for her continuous development. The childminder has daily contact with the parents to support her good working relationship. However, she has not considered how she can use parent's views and contributions in her self evaluation process. The childminder is aware of the importance of developing ways for sharing information with the teachers in the local school to support continuity of care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not |

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

| | |
|---------|---|
| Met | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|----------------|
| Unique reference number | EY440463 |
| Local authority | Lambeth |
| Inspection number | 785098 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 10 |
| Number of children on roll | 2 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| Telephone number | |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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